**Critical Dispositions for Teacher Candidates**

**Adopted from the Arkansas Teaching Standards**

1. The candidate demonstrates respect for learners’ differing strengths and needs and appears committed to using both as a basis for student learning growth.
2. The candidate demonstrates understanding of his/her responsibility for promoting learners’ growth and development.
3. The candidate demonstrates the belief that all learners can achieve at high levels and persists in helping each learner to feel valued and to reach his/her full potential.
4. The candidate demonstrates respect for learners as individuals with differing cultural backgrounds and various skills, abilities, perspectives, talents, and interests.
5. The candidate demonstrates that he/she values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships and respectful communication in establishing a climate of learning.
6. The candidate demonstrates commitment to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
7. The candidate demonstrates understanding that content knowledge is complex, culturally situated, and evolving and appears committed to keeping abreast of new ideas and understandings in the field.
8. The candidate demonstrates understanding of the multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives while seeking to recognize and address bias.
9. The candidate demonstrates commitment to using disciplinary knowledge and flexible learning environments to foster student learning across content areas and to address local and global issues.
10. The candidate demonstrates knowledge outside his/her own content area and understanding of how such knowledge enhances student learning.
11. The candidate demonstrates commitment to aligning instruction and assessment with learning goals, to providing timely and effective descriptive feedback, and to developing each learner’s capacity to assess his/her own progress and learning.
12. The candidate demonstrates commitment to the ethical use of multiple types of assessments and assessment data to identify learner strengths and needs and to providing accommodations as needed.
13. The candidate demonstrates respect for learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.
14. The candidate demonstrates understanding of his/her professional responsibility to use planning as a means of assuring student learning and to revise plans based on learner needs and changing circumstances.
15. The candidate demonstrates commitment to knowing the strengths and needs of diverse learners when planning and adjusting instruction.
16. The candidate demonstrates commitment to using new and emerging technologies to support and promote student learning.
17. The candidate demonstrates understanding of his/her responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
18. The candidate demonstrates understanding of the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
19. The candidate demonstrates respect for families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
20. The candidate demonstrates initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.